

Duncan Elementary

100 S. Danzler Rd.
Duncan, South Carolina 29334

Grades	PK-3 Elementary School	
Enrollment	481 Students	
Principal	Dr. Linda Allen	864-949-2373
Superintendent	Scott Turner	864-949-2350
Board Chair	Bo Corne	864-949-2350

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	67	10	1

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Average	No
2005	Good	Average	Yes

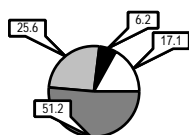
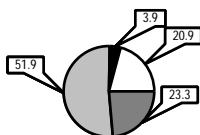
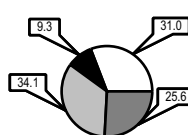
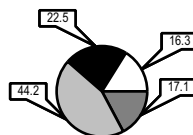
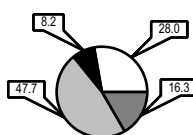
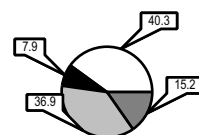
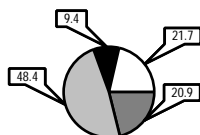
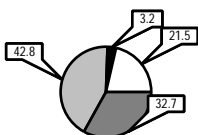
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	147	100.0	17.1	25.6	51.2	6.2	68.2	Yes	Yes
Gender									
Male	69	100.0	31.6	28.1	36.8	3.5	50.9		
Female	78	100.0	5.6	23.6	62.5	8.3	81.9		
Racial/Ethnic Group									
White	94	100.0	15.3	23.5	52.9	8.2	71.8	Yes	Yes
African American	40	100.0	21.9	37.5	40.6	0.0	53.1	I/S	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	119	100.0	8.4	25.2	58.9	7.5	77.6		
Disabled	28	100.0	59.1	27.3	13.6	0.0	22.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	147	100.0	17.1	25.6	51.2	6.2	68.2		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	16.7	26.7	50.0	6.7	67.5		
Socio-Economic Status									
Subsidized meals	85	100.0	17.6	31.1	50.0	1.4	59.5	Yes	Yes
Full-pay meals	62	100.0	16.4	18.2	52.7	12.7	80.0		

Mathematics – State Performance Objective = 36.7%									
All Students	147	100.0	20.9	51.9	23.3	3.9	45.7	Yes	Yes
Gender									
Male	69	100.0	28.1	52.6	15.8	3.5	36.8		
Female	78	100.0	15.3	51.4	29.2	4.2	52.8		
Racial/Ethnic Group									
White	94	100.0	16.5	51.8	25.9	5.9	49.4	Yes	Yes
African American	40	100.0	37.5	50.0	12.5	0.0	28.1	I/S	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	119	100.0	15.0	53.3	27.1	4.7	52.3		
Disabled	28	100.0	50.0	45.5	4.5	0.0	13.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	147	100.0	20.9	51.9	23.3	3.9	45.7		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	21.7	50.8	23.3	4.2	45.0		
Socio-Economic Status									
Subsidized meals	85	100.0	29.7	54.1	14.9	1.4	35.1	Yes	Yes
Full-pay meals	62	100.0	9.1	49.1	34.5	7.3	60.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	147	100.0	31.0	34.1	25.6	9.3	34.9
Gender							
Male	69	100.0	40.4	36.8	12.3	10.5	22.8
Female	78	100.0	23.6	31.9	36.1	8.3	44.4
Racial/Ethnic Group							
White	94	100.0	21.2	37.6	30.6	10.6	41.2
African American	40	100.0	56.3	31.3	12.5	0.0	12.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	119	100.0	24.3	36.4	29.0	10.3	39.3
Disabled	28	100.0	63.6	22.7	9.1	4.5	13.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	100.0	31.0	34.1	25.6	9.3	34.9
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	30.0	35.0	26.7	8.3	35.0
Socio-Economic Status							
Subsidized meals	85	100.0	40.5	36.5	14.9	8.1	23.0
Full-pay meals	62	100.0	18.2	30.9	40.0	10.9	50.9

Social Studies							
All Students	147	100.0	16.3	44.2	17.1	22.5	39.5
Gender							
Male	69	100.0	24.6	42.1	17.5	15.8	33.3
Female	78	100.0	9.7	45.8	16.7	27.8	44.4
Racial/Ethnic Group							
White	94	100.0	14.1	40.0	18.8	27.1	45.9
African American	40	100.0	25.0	65.6	9.4	0.0	9.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	119	100.0	9.3	46.7	18.7	25.2	43.9
Disabled	28	100.0	50.0	31.8	9.1	9.1	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	147	100.0	16.3	44.2	17.1	22.5	39.5
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	137	100.0	16.7	45.8	17.5	20.0	37.5
Socio-Economic Status							
Subsidized meals	85	100.0	17.6	52.7	17.6	12.2	29.7
Full-pay meals	62	100.0	14.5	32.7	16.4	36.4	52.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	124	100.0	17.1	45.5	36.6	0.8	37.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	17.1	25.6	51.2	6.2	57.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	124	100.0	26.8	56.1	17.1	N/A	17.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	20.9	51.9	23.3	3.9	27.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	147	100.0	31.0	34.1	25.6	9.3	34.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	147	100.0	16.3	44.2	17.1	22.5	39.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 481)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	3.6%	3.0%
Attendance rate	96.9%	Up from 96.3%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 8.1%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%	Down from 8.1%	3.4%	3.2%
Eligible for gifted and talented	12.0%	Up from 6.3%	11.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 6.3%	9.0%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	48.8%	Up from 44.4%	52.5%	52.6%
Continuing contract teachers	92.7%	Up from 75.6%	84.9%	83.3%
Highly qualified teachers	97.4%	Up from 95.1%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 75.0%	87.3%	87.0%
Teacher attendance rate	96.7%	Up from 96.2%	95.0%	95.0%
Average teacher salary	\$40,852	Up 4.3%	\$41,303	\$41,703
Prof. development days/teacher	16.4 days	Up from 11.8 days	13.0 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 22.1 to 1	18.4 to 1	18.8 to 1
Prime instructional time	93.0%	Up from 92.0%	89.4%	89.8%
Dollars spent per pupil*	\$6,526	Down 2.5%	\$5,962	\$6,242
Percent of expenditures for teacher salaries*	66.4%	Up from 65.5%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Duncan Elementary School, a Title I School-wide Project, proudly serves an extremely diverse student body. With an average mobility rate between 24-27%, student strengths and areas for improvement must be identified quickly. Our staff does an exemplary job of addressing this issue. Students are assessed using objective measures as well as ongoing authentic assessment in order to provide a true profile of their achievement. We also specialize in the instruction of Pre-school Children with Disabilities (PCD), host a monthly parenting workshop, "Patterns," for the parents of these children, and house a district self-contained class for Learning Disabled students. Another unique program includes our ESOL program, which is delivered by an ESOL teacher and assistant and serves students from 20 countries.

Our students, parents, and teachers joined together at Duncan, "Where Learning Comes Alive..." in the 2004-2005 school year. Each student and class took an active role in goal setting for him/ her (self), as well as for his/her class. Many celebrations were shared throughout the school year as students met and exceeded individually-set goals.

Again this school year, our efforts to be effective communicators were recognized by the SC Chapter of the National School Public Relations Association for "Distinguished Communication" for our student handbook and our school newsletter. We continue with a focus on a strong partnership with our parents and community. The 2004-2005 school year saw an increase in parental involvement in a wide range of school activities, such as our school cookouts, Awards' Days, and Field Days.

Duncan's commitment to quality instruction and student achievement is evident through our innovative flex schedule, which provides for approximately two hours of uninterrupted instruction each morning. Pullout or special area classes do not occur during this time; instead, these certified staff members are found in classrooms teaching reading side-by-side with classroom teachers. One day a week, back-to-back planning periods provide an hour and a half for in-service time with our curriculum facilitator, school technologist, or administrators. The commitment to quality instruction delivered during this "sacred" class time and ongoing high quality staff development is evident by the success of this unique schedule.

Through the collaboration of community agencies, our school has been the co-recipient of a 21st Century Grant that provides quality Extended School Time for third grade students. A healthy snack and guidance services, provided by a mental health social worker, are also provided for our children. We are grateful for the support of our community and school family and eagerly plan for the upcoming school year as we anticipate another wonderful year.

Linda P. Allen, Principal
Terri Barnett, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	133	105
Percent satisfied with learning environment	88.4%	88.5%	91.4%
Percent satisfied with social and physical environment	95.2%	91.6%	93.3%
Percent satisfied with school-home relations	72.1%	93.2%	74.8%

*Only students at the highest elementary school grade level at this school and their parents were included.